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ABSTRACT

Most of the essays in this collection originated as presentations at the University of California, Los Angeles, Conference on Computers and Writing, held in May 1985. Issues addressed in the volume range from concrete, practical considerations (such as designing classroom exercises) to political and theoretical ones (such as the instructor's status as software developer and the limits of artificial intelligence). The volume contains the following chapters: (1) "Paperless Writing: Boundary Conditions and Their Implications" (Edward M. Jennings); (2) "Computer-Extended Audiences for Student Writers: Some Theoretical and Practical Implications" (Don Payne); (3) "Processing Words and Writing Instructions: Revising and Testing Word Processing Instructions in an Advanced Technical Writing Class" (Erna Kelly); (4) "Algorithms and Arguments: A Programming Metaphor for Composition" (Diane P. Balestri); (5) "Text-to-Voice Synthesis: What We Can Learn by Asking Writers to Proofread with Their Ears" (Elaine O. Lees); (6) "Observations on a New Remedial Language Arts Course" (John C. Thoms); (7) "Engineers Becoming Writers: Computers and Creativity in Technical Writing Classes" (Valarie Meliotes Arms); (8) "An Ethnographic Study of a High School Writing Class Using Computers: Marginal, Technically Proficient, and Productive Learners" (Andrea W. Herrmann); (9) "Some Ideas about Idea Processors" (David N. Dobrin); (10) "Expert Systems, Artificial Intelligence, and the Teaching of Writing" (John E. Thiesmeyer); (11) "In Search of the Writon" (Michael E. Cohen); (12) "The Politics of CAI and Word Processing: Some Issues for Faculty and Administrators" (Deborah H. Holdstein); and (13) "Computers in Thinking, Writing, and Literature" (Stephen Marcus). (MS)

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